

Risk Experts Binder Information

Bike and Pedestrian Safety

Grade PreK & Kindergarten

Key Concept	All	<i>Cross with a grown/up See and be seen</i>	<i>Wear a helmet every time you ride</i>	<i>Learn and practice bike safety rules</i>	All
Task	Introduction	Make children understand that drivers can't always see them.	For children to understand why they need to wear a helmet.	Remind children of bike safety rules	Closing
Time	5 minutes	10 minutes	10 minutes	5 minutes	5 minutes
Supplies	None	Rear view mirror, signs with shapes	Bike helmet, melon, plastic bag, marker, x-ray Note, if you can't do the melon demonstration use the "professor Helmut on Helmets" video	None	Welcome to safetyville coloring books
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Have one child be the driver. Have another child be the "mirror holder" Have the driver sit in a chair with the mirror in front of them like a car. Have the driver drive the car. At the same time, have children walk before them and behind them with signs. See if the student can identify the signs in the mirror. Talk to the kids after about how difficult it is to see things in the rear view mirror and how sometimes adults can't see while driving.	Tell a story about their teacher going to get her/his hair cut on their bike. The first time they are in a crash and are wearing a helmet. Put a melon in the helmet and drop the helmet (on the plastic bag). Then the teacher is on their way home and their hair is too nice to put their helmet on. They are in a crash, drop the melon without the helmet on the bag. Then show the x-ray. *can use the marker to draw a face on the melon	Help children to name bike safety rules. . *Always wear a helmet *Ride on sidewalks or safe areas only *Never ride bikes at night *When entering a sidewalk, path or driveway, make a complete stop. Look left, right and left again. *Walk, don't ride your bicycle across the street *When riding on the street, ride with the traffic flow, not against it *Stop at stop signs and use your hand signals	Address all key concepts again, go over test questions if time allows. Hand out coloring books to all students. Thank them for their attention.

Risk Experts Binder Information

Bike and Pedestrian Safety

Grade PreK & Kindergarten

Key concepts

Cross the street with a grown-up. Young children often believe that if they can see a driver, a driver can see them. Children under the age of eight have difficulty judging how quickly traffic is moving, and they may think that cars can stop instantly. Young children should always cross a street with a grown-up and whenever possible at an intersection.

Stop at the curb or edge of the road. Never run into the road

Listen and look to the left, right and left again

Wait until the street is clear.

Learn and practice bike safety rules.

Always wear a helmet

Ride on sidewalks or safe areas only

Children should never ride their bikes at night

When entering a sidewalk, path or driveway, make a complete stop.

Look left, right and left again.

Walk, don't ride your bicycle across the street

When riding on the street, ride with the traffic flow, not against it

Obey the same traffic laws as a driver of a car. Stop at stop signs and use your hand signals

Wear a helmet every time you ride

It should fit comfortably and snugly, but not too tight

It should sit on top of your head in a level position and not rock back and forth

When you use in-line skates, and skateboards, use a helmet elbow and kneepads, and wrist guards.

See and be seen

Be on the look out for drivers

Don't ride when it is dusk or dark

Character

The character that students in these grades will play is Storyteller. Students and teachers take on the role of a storyteller sharing stories and participating in presentations of stories.

Test Questions for this risk

Look at the pictures of the child riding a bike. Which picture shows a child riding safely?

The picture of the child wearing a helmet

Look at the pictures of a child crossing the street. Which picture shows the child crossing the street safely?

The child crossing the street at the crosswalk with a grown-up

Look at the pictures of a child riding in a car. Which picture shows the child riding safely?

The child riding in a booster seat in the back seat.

Risk Experts Binder Information

Bike and Pedestrian Safety

Grade 1 & 2

Key Concept	All	<i>Cross with a grown/up See and be seen</i>	<i>Wear a helmet every time you ride</i>	<i>Learn and practice bike safety rules</i>	All
Task	Introduction	Make children understand that drivers can't always see them.	For children to understand why they need to wear a helmet.	Remind children of bike safety rules	Closing
Time	5 minutes	10 minutes	10 minutes	15 minutes	5 minutes
Supplies	None	Rear view mirror, steering wheel, coffee cup, play radio, lipstick, newspaper, Eraser, signs with numbers/letters	Bike helmet, melon, plastic bag, marker, x-ray Note, if you can't do the melon demonstration use the "professor Helmut on Helmets" video	Poster Envelopes with words	Welcome to safetyville coloring books
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Have one child be the driver. Have another child be the "mirror holder" Have the driver sit in a chair with the mirror in front of them like a car. Have the driver drive the car and then ask them to drink their coffee, change the radio station, read the newspaper, and put on lipstick (whatever is appropriate). At the same time, have children walk before them and behind them with signs. See if the driver can remember what the signs say. Have a student run out in front of the driver and see how quickly they can step on the brake (eraser)	Tell a story about their teacher going to get her/his hair cut on their bike. The first time they are in a crash and are wearing a helmet. Put a melon in the helmet and drop the helmet (on the plastic bag). Then the teacher is on their way home and their hair is too nice to put their helmet on. They are in a crash, drop the melon without the helmet on the bag. Then show the x-ray. *can use the marker to draw a face on the melon	Divide students into 4 groups Have them choose the words from their envelopes to finish their sentence. Once everyone is one, have them share their sentence with the rest of the class.	Address all key concepts again, go over test questions if time allows. Hand out the coloring books to all students. Thank them for their attention.

Risk Experts Binder Information

Bike and Pedestrian Safety

Grade 1 & 2

Key concepts

Cross the street with a grown-up. Young children often believe that if they can see a driver, a driver can see them. Children under the age of eight have difficulty judging how quickly traffic is moving, and they may think that cars can stop instantly. Young children should always cross a street with a grown-up and whenever possible at an intersection.

Stop at the curb or edge of the road. Never run into the road

Listen and look to the left, right and left again

Wait until the street is clear.

Learn and practice bike safety rules.

Always wear a helmet

Ride on sidewalks or safe areas only

Children should never ride their bikes at night

When entering a sidewalk, path or driveway, make a complete stop.

Look left, right and left again.

Walk, don't ride your bicycle across the street

When riding on the street, ride with the traffic flow, not against it

Obey the same traffic laws as a driver of a car. Stop at stop signs and use your hand signals

Wear a helmet every time you ride

It should fit comfortably and snugly, but not too tight

It should sit on top of your head in a level position and not rock back and forth

When you use in-line skates, and skateboards, use a helmet elbow and kneepads, and wrist guards.

See and be seen

Be on the look out for drivers

Don't ride when it is dusk or dark

Character

The character role that children at this age level play is detective. Students and teachers take on the role of a detective to seek important information about how to be safe. A detective is someone who gathers information in order to answer a specific question. As safety detectives, the students will investigate mysteries relating to the eight risk areas.

Test Questions for this risk

The school bus has just dropped you off after school. How many giant steps should you take to move away from the bus?

- A. Three
- B. FIVE

You are going for a bike ride. You get your bike and stop to put something on. What would you need to put on before you begin riding your bike?

- A. sweater
- B. HELMET

You are walking down the street with your big brother. You need to cross the street. Where should you cross?

- A. AT THE CROSSWALK
- B. Go between the parked cars

You are playing in front of your house. You see your best friend and want to play together. You look both ways and don't see any cars on the street. How should you cross the street?

- A. WITH A GROWN-UP
- B. Run quickly

Risk Experts Binder Information

Bike and Pedestrian Safety

Grade 3 & 4

Key Concept	All	<i>Wear a helmet every time you ride</i>	<i>Wear a helmet every time you ride</i>	All
Task	Introduction	For children to understand why they need to wear a helmet.	Help students explain to others why they need to wear a helmet	Closing
Time	5 minutes	10 minutes	20 minutes	5 minutes
Supplies	None	Bike helmet, melon, plastic bag, marker, x-ray Note, if you can't do the melon demonstration use the "professor Helmut on Helmets" video	Large pieces of paper Markers	Sprocket Man Comic books
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Tell a story about their teacher going to get her/his hair cut on their bike. The first time they are in a crash and are wearing a helmet. Put a melon in the helmet and drop the helmet (on the plastic bag). Then the teacher is on their way home and their hair is too nice to put their helmet on. They are in a crash, drop the melon without the helmet on the bag. Then show the x-ray. *can use the marker to draw a face on the melon	Have the children divide into groups. Have them prepare then explain to the class what happened today using Who What When Where Why	Review the key concepts covered today. Leave enough Sprocket man comic books for each student with the teacher. Thank the students for their attention.

Risk Experts Binder Information

Bike and Pedestrian Safety

Grade 3 & 4

Key concepts

Learn and practice street crossing rules.

Young children should always cross a street with a grown-up and whenever possible at an intersection.
Stop at the curb or edge of the road. Never run into the road
Listen and look to the left, right and left again
Wait until the street is clear.

Learn and practice bike safety rules.

Always wear a helmet
Ride on sidewalks or safe areas only
Children should never ride their bikes at night
When entering a sidewalk, path or driveway, make a complete stop.
Look left, right and left again.
Walk, don't ride your bicycle across the street
When riding on the street, ride with the traffic flow, not against it
Obey the same traffic laws as a driver of a car. Stop at stop signs and use your hand signals

Wear a helmet every time you ride

It should fit comfortably and snugly, but not too tight
It should sit on top of your head in a level position and not rock back and forth
When you use in-line skates, and skateboards, use a helmet elbow and kneepads, and wrist guards.

See and be seen

Be on the look out for drivers
Don't ride when it is dusk or dark

Character

The character role students play in 3-4 grade is **Reporter**. Students and teachers take on the role of a reporter to identify and communicate about risky situations so that they and others will become proficient in safety instruction and practice.

Test Questions for this risk

It is important to wear a bike helmet when riding a bike

- A. only at night
- B. only on bumpy and uneven roads
- C. only during bad weather
- D. ALL THE TIME

None of your friends wears a helmet when riding a bike, but your mother says you have to wear one. Your friends tease you about wearing the helmet. What should you do?

- A. WEAR A HELMET NO MATTER WHAT ANYONE SAYS
- B. Wear a helmet when you are alone, but don't wear it when you are with friends
- C. Only ride your bike when your friends are not around
- D. Try to talk your mother out of making you wear a helmet

Risk Experts Binder Information

Bike and Pedestrian Safety

Grade 5 & 6

Key Concept	All	<i>Wear a helmet every time you ride</i>	<i>All</i>	<i>All</i>	All
Task	Introduction	For children to understand why they need to wear a helmet.	Get them to think about the rules they know	Review rules	
Time	5 minutes	10 minutes	10 minutes	20 minutes	5 minutes
Supplies	None	Bike helmet, melon, plastic bag, marker, x-ray Note, if you can't do the melon demonstration use the "professor Helmut on Helmets" video	Posters Scissors Tape Old magazines	Who wants to be a safe biker sheets Prizes	None
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Tell a story about their teacher going to get her/his hair cut on their bike. The first time they are in a crash and are wearing a helmet. Put a melon in the helmet and drop the helmet (on the plastic bag). Then the teacher is on their way home and their hair is too nice to put their helmet on. They are in a crash, drop the melon without the helmet on the bag. Then show the x-ray. *can use the marker to draw a face on the melon	Divide the room up into two teams. Have each team try to find pictures to demonstrate the following rules listed on the poster Never ride your bike at night See and be seen Wear a helmet every time Ride on sidewalks or safe areas Look out for parked cars	Divide class into 2 groups. Follow the guidelines on the instruction sheets. If able give prizes to all	Review key concepts you have reviewed. Thank the students for their time and attention.

Risk Experts Binder Information

Bike and Pedestrian Safety

Grade 5 & 6

Key concepts

Learn and practice street crossing rules.

Stop at the curb or edge of the road, never run into a street
Listen and look for traffic to the left, to the right and to the left again
Wait until the street is clear. Keep looking until you are safely across
If a car is parked where you are crossing, look to make sure there is no driver and the car is not running

Learn and practice bike safety rules

Ride on sidewalks or safe areas only
Never ride your bike at night
When entering a sidewalk, path, or driveway, make a complete stop.
Look left, right and left again. Make sure you don't run into pedestrians.
Walk, don't ride your bicycle across the street
When riding on the street, ride with the traffic flow, not against it
Use proper hand signals

Wear a helmet every time you ride

It should fit comfortably and snugly, but not too tightly. It should sit on top of your head in a level position and should not rock forward and back or from side to side. The helmet straps must always be buckled.

See and be seen

Always be on the lookout for moving vehicles
Wear bright clothing
Always walk on the sidewalk, if no sidewalk is available, keep to the left and walk facing traffic

Character

The character students play at this grade level is Promoter. Students and teachers use advanced communication skills to identify, research, create, and promote safety messages.

Test Questions for this risk

When you are riding a bike

- A. **ALWAYS WEAR BRIGHT CLOTHING TO BE SURE DRIVERS CAN SEE YOU**
- B. **you don't have to worry about drivers because they are always on the look out for pedestrians and bike riders**
- C. **you don't have to worry about pedestrians because bike riders always get to go before pedestrians**
- D. **it's OK to give somebody a ride on the back of your bicycle.**

A bicycle helmet

- A. **should be worn just by people who ride really fast on their bikes**
- B. **HELPS PREVENT HEAD INJURIES IF YOU FALL**
- C. **can be worn like a cap. You don't have to bother with buckling the straps**
- D. **is so expensive that only a few kids can afford them**

There is going to be a parade in your town. Your friends have found a great spot to watch the parade where no one else will be—the roof of the local bank. Which of these would be the best thing to do?

- A. **Stay three feet away from the edge of the roof.**
- B. **Take an adult with you**
- C. **FIND ANOTHER SPOT TO WATCH THE PARADE**
- D. **Take a folding chair with you so you don't have to stand on the roof.**

When you ride your bicycle

- A. **ride so you can see the cars coming toward you**
- B. **RIDE WITH THE TRAFFIC FLOW, IN A BIKE LANE IF THERE IS ONE**
- C. **don't worry about things like stop signs. They are just for cars**
- D. **hang your helmet from the handlebar, just in case you need it**

Risk Experts Binder Information

Bike and Pedestrian Safety

Grade 7 & 8

Key Concept	All	<i>Wear a helmet every time you ride</i>	<i>All</i>	<i>Wear a helmet every time you ride</i>	All
Task	Introduction	Teach them that modeling behavior is important	Review rules	For children to understand why they need to wear a helmet.	Closing
Time	5 minutes	10 minutes	20 minutes	10 minutes	5 minutes
Supplies	None	Bike helmet	Who wants to be a safe biker sheets Prizes	Bike helmet, melon, plastic bag, marker, x-ray Note, if you can't do the melon demonstration use the "professor Helmut on Helmets" video	None
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Tell them that you want a couple of volunteers to show the class how they could coach to a kindergarten class in their neighborhood the importance of bike helmet use. While they are preparing for their presentation, take a couple of children aside, tell them that you want them to listen attentively to the presentation, then to present that one of their presenters is their neighbor, sibling and to pretend that they don't wear their helmet and because they don't you won't either. Talk about why it is important to not only talk about safety but to model that behavior esp. around young children	Divide class into 2 groups. Follow the guidelines on the instruction sheets. If able give prizes to all	Tell a story about their teacher going to get her/his hair cut on their bike. The first time they are in a crash and are wearing a helmet. Put a melon in the helmet and drop the helmet (on the plastic bag). Then the teacher is on their way home and their hair is too nice to put their helmet on. They are in a crash, drop the melon without the helmet on the bag. Then show the x-ray. *can use the marker to draw a face on the melon	Review concepts covered Thank the children for their time and attention.

Risk Experts Binder Information

Bike and Pedestrian Safety

Grade 7 & 8

Key concepts

Learn and practice street crossing rules.

Stop at the curb or edge of the road, never run into a street
Listen and look for traffic to the left, to the right and to the left again
Wait until the street is clear. Keep looking until you are safely across
If a car is parked where you are crossing, look to make sure there is no driver and the car is not running

Learn and practice bike safety rules

Ride on sidewalks or safe areas only
Never ride your bike at night
When entering a sidewalk, path, or driveway, make a complete stop.
Look left, right and left again. Make sure you don't run into pedestrians.
Walk, don't ride your bicycle across the street
When riding on the street, ride with the traffic flow, not against it
Use proper hand signals

Wear a helmet every time you ride

It should fit comfortably and snugly, but not too tightly. It should sit on top of your head in a level position and should not rock forward and back or from side to side. The helmet straps must always be buckled.

See and be seen

Always be on the lookout for moving vehicles
Wear bright clothing
Always walk on the sidewalk, if no sidewalk is available, keep to the left and walk facing traffic

Character

The role that students play at this grade level is Coach. Students and teachers take on the role of a coach helping others become proficient in safety instruction and practice.

Test Questions for this risk

It is beginning to get dark. You are riding your bike home from your friend's house. What is the best way for drivers to see you?

- A. Ride along the side of the street with street lights
- B. Carry a flashlight with you
- C. Ride home really fast
- D. **WEAR BRIGHTLY COLORED OR RETRO REFLECTIVE CLOTHING**

Jamie is riding her bike in the street. She should be

- A. both B and C
- B. riding against the traffic flow
- C. wearing a bike helmet
- D. **WEARING A BIKE HELMET AND RIDING WITH THE TRAFFIC FLOW**

You are riding your bike with your friends and need to cross the street. You should

- A. **GET OFF YOUR BIKE, LOOK BOTH WAYS, AND WALK IT ACROSS THE STREET**
- B. Ride across the street in a single line
- C. Look both ways, then ride across the street
- D. Get off your bike and run across the street

Risk Experts Binder Information

Choking, Suffocation, and Strangulation Prevention

Grade PreK & Kindergarten

Key Concept	All	<i>Save your breath</i>	<i>Eating is a serious business</i>	<i>Save your breath</i>	<i>Save your breath</i>	All
Task	Introduction	To make sure children know about what clothing is safe for them to wear	Find out if the teacher has taught the Heimlich maneuver to this class, if not, make that a part of your presentation, if they have, review this procedure and when to use it with this class	Have children identify safe things to play with and unsafe things to play with	To see if students understand what is a “safe area” to play in and what is not	Closing
Time	5 minutes	10 minutes	10 minutes	5 minutes	10 minutes	5 minutes
Supplies	None	Poster board with child and accessories	Picture sheet of the Heimlich maneuver	Box of items	“Hide and Seek” poster board	None
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Have students choose 5 of the best things for the child to wear when she goes out to play. 5 of the items are appropriate, 5 are not. Talk about what ones are safe and why and what is not safe and why	Heimlich Maneuver 1. Ask if the person in distress can cough, speak or breathe. If she or he can, then don’t interfere. If they are unable to, then begin the maneuver 2. Stand behind the person. Place the thumb side of your fist against the middle of the person’s abdomen, just above the navel. Grasp your fist with your other hand 3. Give quick, upward thrusts into the abdomen. Repeat the thrusts until the obstruction is dislodged	Talk about how some things are useful, but not appropriate to play with (tool vs. toy concept). Pull items out of your box and have the children indicate what items are safe vs. unsafe and why	Have the children choose where they would hide and why. Talk about the safe places for them to hide and the unsafe places to hide and why	Review what you have gone over. Thank the students for their attention.

Risk Experts Binder Information

Choking, Suffocation and Strangulation Prevention

Grade PreK & Kindergarten

Key concepts

Eating is a serious business. In the US an average of 300 children per year died as a result of choking. Children need to be reminded to put only small amounts of food in their mouths and chew slowly and thoroughly. Remain seated (don't run or play while eating). Small children (their siblings?) are at risk from small round foods and nonfoods.

Save your breath.

Children should not tie items such as necklaces, ribbons or drawstrings around their necks.

Window blind cords should be cut up and tied up out of the reach of children.

Young children should never play with plastic bags or go into anything that could trap them (refrigerators, freezers, dishwashers, trunks, and toy boxes)

Character

The character that students at these grade levels will play is Storyteller. Students and teachers take on the role of storyteller sharing stories and participating in presentation of stories.

Test Questions for this risk

Look at the pictures of the child dressed for a windy day. The first picture shows a child wearing a sweatshirt. The second pictures shows a children wearing a sweatshirt with drawstrings around the neck. Which sweatshirt is the safest?

The child wearing a sweatshirt without the strings around the neck.

Look at the two pictures of a child eating. Which picture shows a child eating safely?

The child seated at the table.

Risk Experts Binder Information

Choking, Suffocation, and Strangulation Prevention

Grade 1 & 2

Key Concept	All	<i>Save your breath</i>	<i>Eating is a serious business</i>	<i>Save your breath</i>	<i>Save your breath</i>	All
Task	Introduction	To make sure children know about what clothing is safe for them to wear	Find out if the teacher has taught the Heimlich maneuver to this class, if not, make that a part of your presentation, if they have, review this procedure and when to use it with this class	To see if students understand what is a “safe area” to play in and what is not	Have children identify safe things to play with and unsafe things to play with	Closing
Time	5 minutes	10 minutes	10 minutes	10 minutes	5 minutes	5 minutes
Supplies	None	Poster board with child and accessories	Picture sheet of the Heimlich maneuver	“Hide and Seek” poster board	Box of items	None
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Have students choose 5 of the best things for the child to wear when she goes out to play. 5 of the items are appropriate, 5 are not. Talk about what ones are safe and why and what is not safe and why	Heimlich Maneuver 1. Ask if the person in distress can cough, speak or breathe. If she or he can, then don’t interfere. If they are unable to, then begin the maneuver 2. Stand behind the person. Place the thumb side of your fist against the middle of the person’s abdomen, just above the navel. Grasp your fist with your other hand 3. Give quick, upward thrusts into the abdomen. Repeat the thrusts until the obstruction is dislodged	Have the children choose where they would hide and why. Talk about the safe places for them to hide and the unsafe places to hide and why	Talk about how some things are useful, but not appropriate to play with (tool vs. toy concept). Pull items out of your box and have the children indicate what items are safe vs. unsafe and why	Review key concepts covered. Thank the students for their attention.

Risk Experts Binder Information

Choking, Suffocation and Strangulation Prevention

Grade 1 & 2

Key concepts

Eating is a serious business. In the US an average of 300 children per year died as a result of choking. Children need to be reminded to put only small amounts of food in their mouths and chew slowly and thoroughly. Remain seated (don't run or play while eating). Small children (their siblings?) are at risk from small round foods and nonfoods.

Save your breath.

Children should not tie items such as necklaces, ribbons or drawstrings around their necks.

Window blind cords should be cut up and tied up out of the reach of children.

Young children should never play with plastic bags or go into anything that could trap them (refrigerators, freezers, dishwashers, trunks, and toy boxes)

Character

The character role that children at this age level play is detective. Students and teachers take on the role of a detective to seek important information about how to be safe. A detective is someone who gathers information in order to answer a specific question. As safety detectives, the students will investigate mysteries relating to the eight risk areas.

Test Questions for this risk

What is the safest way to eat?

- A. TAKE SMALL BITES
- B. chew as fast as you can

Before you go out to play on the swing set, what should you do?

- A. put on a cap
- B. TAKE OFF THINGS THAT HANG AROUND YOUR NECK

You are sitting at the table eating grapes. Your sister calls to say the ice-cream truck is coming and she will treat you to some ice-cream. You have just put a grape in your mouth. What should you do?

- A. FINISH EATING YOUR GRAPE
- B. Run to your sister

Risk Experts Binder Information

Choking, Suffocation, and Strangulation

Grade 3 & 4

Key Concept	All	<i>Eating is a serious business</i>	<i>Save your breath</i>	<i>Save your breath</i>	All
Task	Introduction	Find out if the teacher has taught the Heimlich maneuver to this class, if not, make that a part of your presentation, if they have, review this procedure and when to use it with this class	To see if students understand what is a “safe area” to play in and what is not	Have children identify safe things to play with and unsafe things to play with	Closing
Time	5 minutes	10 minutes	10 minutes	5 minutes	5 minutes
Supplies	None	Picture sheet of the Heimlich maneuver	“Hide and Seek” poster board	Box of items	None
Presentation	<p>Talk about who you are and why you are there today.</p> <p>Tell the kids the key concepts you are going to go over today</p> <p>Tell them what you are going to do today</p>	<p>Heimlich Maneuver</p> <ol style="list-style-type: none"> 1. Ask if the person in distress can cough, speak or breathe. If she or he can, then don't interfere. If they are unable to, then begin the maneuver 2. Stand behind the person. Place the thumb side of your fist against the middle of the person's abdomen, just above the navel. Grasp your fist with your other hand 3. Give quick, upward thrusts into the abdomen. Repeat the thrusts until the obstruction is dislodged 	Have the children choose where they would hide and why. Talk about the safe places for them to hide and the unsafe places to hide and why	Talk about how some things are useful, but not appropriate to play with (tool vs. toy concept). Pull items out of your box and have the children indicate what items are safe vs. unsafe and why	<p>Review key concepts covered.</p> <p>Thank the students for their attention.</p>

Risk Experts Binder Information

Choking, Suffocation, and Strangulation

Grade 3 & 4

Key concepts

Eating is a serious business.

In the US 300 children died as a result of choking. Children need to be reminded to put only small amounts of food in their mouths and chew slowly and thoroughly. Remain seated (don't run or play while eating). Small children (their siblings?) are at risk from small round foods and nonfoods.

Save your breath.

Everyone needs to be able to breathe. Anything that blocks your airway is dangerous. The airway can be blocked in three ways. Suffocation...being enclosed in something that blocks the intake of air, choking...when someone swallows something that obstructs the airway, and strangulation...when someone's airway is compressed.

Character

The character role students play in 3-4 grade is **Reporter**. Students and teachers take on the role of a reporter to identify and communicate about risky situations so that they and others will become proficient in safety instruction and practice.

Test Questions for this risk

What is the best way to avoid choking when you're eating?

- A. TAKE SMALL BITES AND CHEW FOOD WELL
- B. Eat food very quickly so there's no chance of choking
- C. Talk to friends while you're eating so you will eat slowly
- D. Have a glass of water nearby

Which of the following is a choking hazard?

- A. jump rope
- B. MARBLES
- C. A sweatshirt with a hood
- D. A plastic bag

Risk Experts Binder Information

Choking, Suffocation, and Strangulation

Grade 5 & 6

Key Concept	All	<i>Know how to use the Heimlich maneuver and CPR</i>	<i>Know how to use the Heimlich maneuver and CPR</i>	<i>Save your breath</i>	All
Task	Introduction	Teach students how to do CPR	Remind students how to do the Heimlich maneuver	Students need to understand the risks to younger children	Closing
Time	5 minutes	20	5 minutes	10 minutes	5 minutes
Supplies	None		Picture of the Heimlich Maneuver (from curriculum)	“deal a meal” cards	None
Presentation	<p>Talk about who you are and why you are there today.</p> <p>Tell the kids the key concepts you are going to go over today</p> <p>Tell them what you are going to do today</p>	<p>Note...this should only be done by someone certified to teach this information. If not, skip this portion of the presentation</p>	<p>Heimlich Maneuver</p> <ol style="list-style-type: none"> 1. Ask if the person in distress can cough, speak or breathe. If she or he can, then don't interfere. If they are unable to, then begin the maneuver 2. Stand behind the person. Place the thumb side of your fist against the middle of the person's abdomen, just above the navel. Grasp your fist with your other hand 3. Give quick, upward thrusts into the abdomen. Repeat the thrusts until the obstruction is dislodged 	<p>Make teams of 3 or 4 students. Each group is responsible for caring for a younger sibling. Deal each group 8-10 cards, half of which they need to pick. The cards can be divided into groups; Foods, toys, apparel, etc. The students need to choose the best options from the cards that they are given. They make their final selection and the presenter assigns a numeric value to each card based on the list. Award a prize to the group that has the highest score after several rounds. Then talk about the options and what was best.</p>	<p>Review the key concepts covered.</p> <p>Thank the students for their attention.</p>

Risk Experts Binder Information

Choking, Suffocation, and Strangulation

Grade 5 & 6

Key concepts

Save your breath

At this age, students often serve as baby-sitters for younger children, who look up to them as role models.

*Small children should always be supervised when they are eating and playing

*Young children should never play with plastic bags or go inside anything that can trap them, such as refrigerators, freezers, dishwashers, trunks and toy boxes

*Children should not tie items such as necklaces, ribbons, and drawstrings around their neck. Window blind cords should be cut and tied up out of the reach of young children.

Know how to use the Heimlich maneuver and CPR

Character

The character students play at this grade level is Promoter. Students and teachers use advanced communication skills to identify, research, create, and promote safety messages.

Test Questions for this risk

Pretend you are babysitting a two-year-old boy and you are feeding the child. What should you do?

- A. Give him a little, round foods like grapes because they are easy to eat
- B. Put the child in the high chair and go watch TV while he eats
- C. BE SURE TO GIVE HIM THE RIGHT KINDS OF FOOD SO HE DOESN'T CHOKE
- D. Get him to eat quickly so you can go back to your homework

If a person is choking and cannot talk, you should

- A. yell for help
- B. raise their arms up over their head
- C. hit them on the back as hard as you can
- D. PERFORM THE HEIMLICH MANEUVER

When young children are learning to crawl and climb,

- A. it's OK to let them play with string and window blind cords because they like to wrap them around things
- B. playing on the stairs makes their legs stronger
- C. leave them in their cribs so you don't have to worry about them
- D. YOU SHOULD STAY WITH THEM TO BE SURE THEY ARE SAFE

Risk Experts Binder Information

Choking, Suffocation, and Strangulation

Grade 7 & 8

Key Concept	All	<i>Know how to use the Heimlich maneuver and CPR</i>	<i>Know how to use the Heimlich maneuver and CPR</i>	<i>Save your breath</i>	All
Task	Introduction	Teach students how to do CPR	Remind students how to do the Heimlich maneuver	Students need to understand the risks to younger children	Closing
Time	5 minutes	20	5 minutes	10 minutes	5 minutes
Supplies	None		Picture of the Heimlich Maneuver (from curriculum)	“deal a meal” cards	None
Presentation	<p>Talk about who you are and why you are there today.</p> <p>Tell the kids the key concepts you are going to go over today</p> <p>Tell them what you are going to do today</p>	Note...this should only be done by someone certified to teach this information. If not, skip this portion of the presentation	<p>Heimlich Maneuver</p> <ol style="list-style-type: none"> 1. Ask if the person in distress can cough, speak or breathe. If she or he can, then don't interfere. If they are unable to, then begin the maneuver 2. Stand behind the person. Place the thumb side of your fist against the middle of the person's abdomen, just above the navel. Grasp your fist with your other hand 3. Give quick, upward thrusts into the abdomen. Repeat the thrusts until the obstruction is dislodged 	<p>Make teams of 3 or 4 students. Each group is responsible for caring for a younger sibling. Deal each group 8-10 cards, half of which they need to pick. The cards can be divided into groups; Foods, toys, apparel, etc. The students need to choose the best options from the cards that they are given. They make their final selection and the presenter assigns a numeric value to each card based on the list. Award a prize to the group that has the highest score after several rounds. Then talk about the options and what was best.</p>	<p>Review the key concepts covered.</p> <p>Thank the students for their attention.</p>

Risk Experts Binder Information

Choking, Suffocation, and Strangulation

Grade 7 & 8

Key concepts

Save your breath

At this age, students often serve as baby-sitters for younger children, who look up to them as role models.

*Small children should always be supervised when they are eating and playing

*Young children should never play with plastic bags or go inside anything that can trap them, such as refrigerators, freezers, dishwashers, trunks and toy boxes

*Children should not tie items such as necklaces, ribbons, and drawstrings around their neck. Window blind cords should be cut and tied up out of the reach of young children.

Know how to use the Heimlich maneuver and CPR

Character

The role that students play at this grade level is Coach. Students and teachers take on the role of a coach helping others become proficient in safety instruction and practice.

Test Questions for this risk

If you think someone may be choking, which of the following should you do first?

- A. ASK IF HE/SHE CAN COUGH, SPEAK, OR BREATHE
- B. Tell the person to raise their arms over their head
- C. Perform the Heimlich maneuver
- D. Begin rescue breathing

Which of the following should NOT be worn on the playground?

- A. JACKET HOODS WITH DRAWSTRINGS
- B. Sneakers
- C. Gloves
- D. Belts

The Heimlich maneuver is used when someone is

- A. Drowning
- B. CHOKING
- C. On fire
- D. unconscious

Risk Experts Binder Information

Falls Prevention

Grade PreK & Kindergarten

Key Concept	All	<i>All</i>	<i>All</i>	All
Task	Introduction	Get children to vocalize how the presenter can be safe and what is safe behaviors	Get children to think about safe behaviors while playing	Closing
Time	5 minutes	20 minutes	15 minutes	5 minutes
Supplies	None	Sack with different types of shoes	Be safe mats	None
Presentation	<p>Talk about who you are and why you are there today.</p> <p>Tell the kids the key concepts you are going to go over today</p> <p>Tell them what you are going to do today</p>	<p>Tell the students about your trip to the mall with your mom to find the safest pair of shoes. Talk about the different types of shoes that you looked at and pull them out of the bag. Ask the students why your mom didn't like the shoes, and why you didn't buy those shoes (I.e they are sandals and they wouldn't be safe on the playground). Go through several types of shoes until you find the "safest shoes". You can talk about what else happened to you at the mall. Mom always makes me hold onto the railing and her hand. Why do I have to do that. Then when on the top level I heard a noise below and wanted to lean out over the railing to find out what was going on. My mom wouldn't let me do that either. Why not?</p>	<p>Put the mats out on the floor.</p> <p>Let each child take a turn hoping on only the mats with the safe behaviors. Talk about the mats as they hop on them, why some behaviors are safe, and some are not.</p>	<p>Review the key concepts.</p> <p>Thank the students for their attention.</p>

Risk Experts Binder Information

Falls Prevention

Grade PreK & Kindergarten

Key concepts

Stay away from open windows.

Children should stay away from open windows. Screens cannot keep children from falling and children under the age of 10 are at risk of falling when the windows are open as little as 5 inches.

Avoid playing on stairs and escalators.

Hold the railings when on stairs or escalators-this will prevent pushing and shoving.

Keep stairs clear of toys and other items which could cause someone to trip

Tie your shoelaces so that you don't trip over them.

Learn and practice safe play rules.

Take turns on playground equipment

Never wear sandals or bare feet in playground area...make sure your shoelaces are tied

Be careful around swings

Tell a grown-up if the equipment does not look safe

Play on “soft” play surfaces. At least 12 inches of fill (shredded mulch, wood chips, pea gravel, or rubber material) under playground equipment. Dirt, grass and sand do NOT provide adequate cushioning in case of fall.

Character

The character role that children at this age level play is Storyteller. Students and teachers take on the role of a storyteller sharing stories and participating in presentation of stories.

Test Questions for this risk

Look at the pictures of the children playing. Which picture shows children playing on the slide safely?

The children taking turns on the slide

Look at the pictures of the child on an escalator. Which picture shows the child acting safely on the escalator?

The child holding onto the handrail and parent's hand

Risk Experts Binder Information

Falls Prevention

Grade 1 & 2

Key Concept	All	<i>All</i>	<i>All</i>	All
Task	Introduction	Get children to vocalize how the presenter can be safe and what is safe behaviors	Get children to think about safe behaviors while playing	Closing
Time	5 minutes	10 minutes	15 minutes	5 minutes
Supplies	None	Sack with different types of shoes	Be safe mats	None
Presentation	<p>Talk about who you are and why you are there today.</p> <p>Tell the kids the key concepts you are going to go over today</p> <p>Tell them what you are going to do today</p>	<p>Tell the students about your trip to the mall with your mom to find the safest pair of shoes. Talk about the different types of shoes that you looked at and pull them out of the bag. Ask the students why your mom didn't like the shoes, and why you didn't buy those shoes (I.e they are sandals and they wouldn't be safe on the playground). Go through several types of shoes until you find the "safest shoes". You can talk about what else happened to you at the mall.</p> <p>Mom always makes me hold onto the railing and her hand. Why do I have to do that. Then when on the top level I heard a noise below and wanted to lean out over the railing to find out what was going on. My mom wouldn't let me do that either. Why not?</p>	<p>Put the mats out on the floor.</p> <p>Let each child take a turn hoping on only the mats with the safe behaviors. Talk about the mats as they hop on them, why some behaviors are safe, and some are not.</p>	<p>Review key concepts covered.</p> <p>Thank the children for their attention.</p>

Risk Experts Binder Information

Falls Prevention

Grade 1 & 2

Key concepts

Stay away from open windows.

Children should stay away from open windows. Screens cannot keep children from falling and children under the age of 10 are at risk of falling when the windows are open as little as 5 inches.

Avoid playing on stairs and escalators.

Hold the railings when on stairs or escalators-this will prevent pushing and shoving.

Keep stairs clear of toys and other items which could cause someone to trip

Tie your shoelaces so that you don't trip over them.

Learn and practice safe play rules.

Take turns on playground equipment

Never wear sandals or bare feet in playground area...make sure your shoelaces are tied

Be careful around swings

Tell a grown-up if the equipment does not look safe

Play on “soft” play surfaces. At least 12 inches of fill (shredded mulch, wood chips, pea gravel, or rubber material) under playground equipment. Dirt, grass and sand do NOT provide adequate cushioning in case of fall.

Character

The character role that children at this age level play is detective. Students and teachers take on the role of a detective to seek important information about how to be safe. A detective is someone who gathers information in order to answer a specific question. As safety detectives, the students will investigate mysteries relating to the eight risk areas.

Test Questions for this risk

If a child is upstairs and hears someone outside yelling, what should the child do if the window is wide open?

- A. STAY AWAY
- B. lean out the window to see who's there

You and two friends are playing with action figures. One friend thinks that the stairs would be a good place to play. The other friend thinks the grass would be a better place to play. Which is the safest to play?

- A. stairs
- B. GRASS

If you are in a hurry to go outside and play and your shoelaces are untied, what is the safest thing to do?

- A. STOP AND TIE THEM
- B. Take your shoes off

Risk Experts Binder Information

Fall Prevention

Grade 3 & 4

Key Concept	All	<i>All</i>	<i>All</i>	All
Task	Introduction	Get children to vocalize how the presenter can be safe and what is safe behaviors	Get children to think about safe behaviors while playing	Closing
Time	5 minutes	20 minutes	15 minutes	5 minutes
Supplies	None	Sack with different types of shoes	Be safe mats Safe/unsafe spinner	None
Presentation	<p>Talk about who you are and why you are there today.</p> <p>Tell the kids the key concepts you are going to go over today</p> <p>Tell them what you are going to do today</p>	<p>Tell the students about your trip to the mall with your mom to find the safest pair of shoes. Talk about the different types of shoes that you looked at and pull them out of the bag. Ask the students why your mom didn't like the shoes, and why you didn't buy those shoes (I.e they are sandals and they wouldn't be safe on the playground). Go through several types of shoes until you find the "safest shoes". You can talk about what else happened to you at the mall. Mom always makes me hold onto the railing and her hand. Why do I have to do that. Then when on the top level I heard a noise below and wanted to lean out over the railing to find out what was going on. My mom wouldn't let me do that either. Why not?</p>	<p>Put the mats out on the floor.</p> <p>Let one child spin, while one child gets to stand on a mat. Let the child spin the spinner and the child on the mat must obey the spinner. So, if the spinner states unsafe, the child needs to hop on an unsafe behavior. When it spins to "your choice" the child spinning gets to choose. Talk through the activity and let each child have a chance if possible. .</p>	<p>Review the key concepts covered today.</p> <p>Thank the children for their attention.</p>

Risk Experts Binder Information

Fall Prevention

Grade 3 & 4

Key concepts

Stay away from open windows.

Avoid playing on stairs and escalators. Unintentional falls are the leading cause of nonfatal injuries resulting in emergency room visits for all ages. Children can fall from playground equipment, furniture, windows, stairs, and other places. Each year approximately 130 children ages 14 and under die from falls and more than 3 million are treated in emergency rooms.

Learn and practice safe play rules.

Take turns on playground equipment
Never wear sandals or bare feet in playground area...make sure your shoelaces are tied
Be careful around swings
Tell a grown-up if the equipment does not look safe

Play on “soft” play surfaces.

At least 12 inches of fill (shredded mulch, wood chips, pea gravel, or rubber material) under playground equipment. Dirt, grass and sand do NOT provide adequate cushioning in case of fall.

Character

The character role students play in 3-4 grade is

Reporter. Students and teachers take on the role of a reporter to identify and communicate about risky situations so that they and others will become proficient in safety instruction and practice.

Test Questions for this risk

When is it okay to lean against an open window?

- A. When the window has a window guard.
- B. When it is only open halfway
- C. When the window has a screen
- D. IT IS NEVER OKAY

To prevent falls from an escalator, it is a good idea to:

- A. HOLD THE HANDRAIL WHILE FACING FORWARD
- B. Walk slowly up or down the stairs in the direction the escalator is moving.
- C. Hold someone's hand
- D. Stand in the center of the escalator stair.

Risk Experts Binder Information

Fall Prevention

Grade 5 & 6

Key Concept	All	<i>All</i>	All
Task	Introduction	Get kids to think about the decisions that they make while watching younger kids and the consequences of those actions	Closing
Time	5 minutes	20 minutes	5 minutes
Supplies	None	Story sheets	None
Presentation	<p>Talk about who you are and why you are there today.</p> <p>Tell the kids the key concepts you are going to go over today</p> <p>Tell them what you are going to do today</p>	<p>Read through the story sheets, allowing the students to take turns (or vote) on what action they take with the decision they make on each sheet. Post the sheets up at the front of the class as you go, so they can “see” their story. The students will actually see the story as they assist in its telling, and can visualize the less attractive choicesthose that may be more hazardous.</p>	<p>Review the key concepts covered.</p> <p>Thank the students for their attention.</p>

Risk Experts Binder Information

Fall Prevention

Grade 5 & 6

Key concepts

Stay away from open windows.

Avoid playing on stairs and escalators .

Unintentional falls are the leading cause of nonfatal injuries resulting in emergency room visits for all ages. Children can fall from playground equipment, furniture, windows, stairs, and other places. Each year approximately 130 children ages 14 and under die from falls and more than 3 million are treated in emergency rooms.

Learn and practice safe play rules.

Take turns on playground equipment

Never wear sandals or bare feet in playground area...make sure your shoelaces are tied

Be careful around swings

Tell a grown-up if the equipment does not look safe

Play on “soft” play surfaces.

At least 12 inches of fill (shredded mulch, wood chips, pea gravel, or rubber material) under playground equipment. Dirt, grass and sand do NOT provide adequate cushioning in case of fall.

Character

The character role students play in this grade is Promoter. Students and teachers use advanced communication skills to identify, research, create, and promote safety messages.

Test Questions for this risk

When you ride the escalator with your younger brother or sister;

- A. teach them how to walk up the escalator that goes down
- B. let them sit down on the steps while the escalator is moving
- C. **HOLD ONE OF THEIR HANDS AND TEACH THEM TO PUT THEIR OTHER HAND ON THE HANDRAIL**
- D. show them how to walk up the steps as the escalator goes up

Which of these people is the safest?

- A. Joe starts going down the slide when the person in front of him is half-way
- B. Maria is on the seesaw with her friend, Melanie. When she reaches the ground and Melanie is at the top, Marie jumps off
- C. Micah swings really high in the air when he stands up
- D. **TOBY GOES DOWN THE SLIDE SITTING DOWN AND FEET FIRST**

Risk Experts Binder Information

Firearm Injury Prevention

Grade PreK & Kindergarten

Key Concept	All	<i>All</i>	<i>Learn Safety Rules</i>	<i>Practice and Apply Safety Rules</i>	All
Task	Introduction	Get them to start thinking about firearm safety	Introduce Eddie the Eagle 's Song	State Firearms Safety Rules	Closing
Time	5 minutes	5 minutes	7 minutes	8 minutes	5 minutes
Supplies	None	None	Video-Gun Safety with Eddie Eagle	None	"I learned Gun Safety with Eddie Eagle" stickers Color sheets
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Ask students if any of them have pretend guns at home. Can you always tell a real gun from a pretend one?	Show Video to the class	Discuss movie. Re-emphasize the two most important parts. <u>STOP, DON'T TOUCH,</u> Ask several "what if" questions. Discuss who is an adult, and what you would do if!	Re-cap Eddie the Eagle's song. Pass out stickers to each child Leave color sheets with teachers

Risk Experts Binder Information

Firearm Injury Prevention

Grade PreK & Kindergarten

Key concepts

Tell a grown-up if you find or see a gun.

Guns are dangerous and children should never touch guns or bullets. If a child ever sees bullets, a gun or anything that looks like a gun, he or she should leave the area and tell a grown-up immediately.

Stay away from guns and bullets.

If there is a gun in the home, it should be unloaded and locked away from the sight and reach of a child. Ammunitions should be locked up and stored separately.

Character

The character role that children at this age level play is Storyteller. Students and teachers take on the role of a storyteller sharing stories and participating in presentation of stories.

Test Questions for this risk

Look at the two pictures. The first picture shows a child giving a gun to a grown-up. The second picture shows a child telling a grown-up about the gun. Which picture shows the safest thing to do?

The child telling a grown-up about the gun

Risk Experts Binder Information

Firearm Injury Prevention

Grade 1 & 2

Key Concept	All	<i>All</i>	<i>Learn Safety Rules</i>	<i>Practice and Apply Safety Rules</i>	All
Task	Introduction	Get them to start thinking about firearm safety	Introduce Eddie the Eagle's Song	State Firearms Safety Rules	Closing
Time	5 minutes	5 minutes	7 minutes	8 minutes	5 minutes
Supplies	None	None	Video-Gun Safety with Eddie Eagle	None	"I learned Gun Safety with Eddie Eagle" stickers Level 1 & 2 worksheets
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Ask students if any of them have toy guns at home. Can you always tell the difference? Who knows if there are real guns in their homes? (hunters)	Show Video to the class	Discuss movie. Re-emphasize four parts of Eddie's song. Ask several "what if" questions. Discuss who is an adult. Discuss bullets. Also reinforce their danger.	Re-cap Eddie the Eagle's song. Pass out stickers to each child Leave worksheets with teacher

Risk Experts Binder Information

Firearm Injury Prevention

Grade 1 & 2

Key concepts

Tell a grown-up if you find or see a gun.

Guns are dangerous and children should never touch guns or bullets. If a child ever sees bullets, a gun or anything that looks like a gun, he or she should leave the area and tell a grown-up immediately.

Stay away from guns and bullets.

If there is a gun in the home, it should be unloaded and locked away from the sight and reach of a child. Ammunitions should be locked up and stored separately.

Character

The character role that children at this age level play is detective. Students and teachers take on the role of a detective to seek important information about how to be safe. A detective is someone who gathers information in order to answer a specific question. As safety detectives, the students will investigate mysteries relating to the eight risk areas.

Test Questions for this risk

If someone at your house has a gun, where is the safest place to keep it?

- A. A. on a high shelf
- B. B. IN A LOCKED CASE

If your friend brings a bullet to school to show you, what should you do?

- A. A. TELL A GROWN-UP
- B. B. Ask to look at it more closely, but don't touch it

If your friend has a gun but you can't tell if it is a real gun or a toy gun, what is the safest thing to do?

- A. A. pick it up to see if it is heavy enough to be a real gun
- B. TELL A GROWN-UP

Risk Experts Binder Information

Firearm injury prevention

Grade 3 & 4

Key Concept	All	<i>All</i>	<i>Learn Safety Rules</i>	<i>Practice and Apply Safety Rules</i>	All
Task	Introduction	Get them to start thinking about firearm safety	Introduce Eddie the Eagle 's Song	State Firearms Safety Rules	Closing
Time	5 minutes	5 minutes	7 minutes	8 minutes	5 minutes
Supplies	None	None	Video-Gun Safety with Eddie Eagle	None	"I learned Gun Safety with Eddie Eagle" stickers Level 2 & 3 workbooks
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Talk with students about guns in their homes. Real vs pretend—can you always tell the difference? What about bullets? Are they dangerous?	Show Video to the class	Discuss movie. Re-emphasize four parts of Eddie's song. Why is it important to not just leave the area, but also to tell an adult? Ask several "what if" questions.	Re-cap Eddie the Eagle's song. Pass out stickers to each child Leave workbooks with teacher

Risk Experts Binder Information

Firearm injury prevention

Grade 3 & 4

Key concepts

Tell a grown-up if you find or see a gun.

Guns are dangerous and children should never touch guns or bullets. If a child ever sees a gun, or anything that looks like a gun, he or she should leave the area and tell a grown-up immediately.

Stay away from guns and bullets.

If there is a gun in the home, it should be unloaded and locked away from the sight and reach of a child. Ammunition should be stored separately.

Character

The character role students play in 3-4 grade is **Reporter**. Students and teachers take on the role of a reporter to identify and communicate about risky situations so that they and others will become proficient in safety instruction and practice.

Test Questions for this risk

You are visiting your cousin's house. He and his friends are looking at a gun. They are trying to figure out whether it is a toy gun or a real gun. What should you do?

- A. Stand and watch but don't touch the gun (*this is the most common wrong answer*)
- B. LEAVE THE AREA IMMEDIATELY AND TELL A GROWN-UP
- C. Pick it up and examine it closely
- D. Pick it up and take it to a grown-up immediately

You are visiting your friend. He takes you to his father's desk, opens the drawer and pulls out a gun. He says the gun is not loaded. What should you do?

- A. Tell your mother when you get home
- B. Look to make sure it is not loaded then tell your friend to put it down
- C. TELL YOUR FRIEND TO PUT THE GUN DOWN, THEN TELL A GROWN-UP
- D. Take the gun from your friend and give it to a grown-up

Risk Experts Binder Information

Firearm injury prevention

Grade 5 & 6

Key Concept	All	<i>All</i>	<i>Learn Safety Rules</i>	<i>Practice and Apply Safety Rules</i>	All
Task	Introduction	Get them to start thinking about firearm safety	Introduce Eddie the Eagle 's Song	State Firearms Safety Rules	Closing
Time	5 minutes	5 minutes	7 minutes	8 minutes	5 minutes
Supplies	None	None	Video-Gun Safety with Eddie Eagle	None	"I learned Gun Safety with Eddie Eagle" stickers Level 3 workbooks
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Talk with students about guns in their homes. Guns don't solve problems. Real violence vs TV violence. Guns can kill and cause pain and suffering.	Show Video to the class	Discuss movie. Re-emphasize four parts of Eddie's song. Why is it important to not just leave the area, but also to tell an adult? Ask several "what if" questions.	Re-cap Eddie the Eagle's song. Pass out stickers to each child Leave workbooks with teacher

Risk Experts Binder Information

Firearm injury prevention

Grade 5 & 6

Key concepts

Tell a grown-up if you find or see a gun

Guns are dangerous, and children should never touch guns or bullets. If a child ever sees bullets, a gun or anything that looks like a gun, he or she should leave the area and tell a grown-up immediately

Stay away from guns and bullets

- *Guns don't solve problems
- *Guns can kill or cause lifelong disabilities and pain
- *There is a difference between television violence and real-life violence
- *If there is a gun in the home, it should be unloaded and locked away from the sight and reach of children
- *Bullets should always be stored in a separate, locked place

Character

The character role students play in this grade is Promoter. Students and teachers use advanced communication skills to identify, research, create, and promote safety messages.

Test Questions for this risk

If your parents have a gun, they should

- A. leave it in the night stand by the bed
- B. always keep it loaded in case a burglar comes
- C. **LOCK IT IN A CASE, UNLOADED, AND STORE IT OUT OF SIGHT AND OUT OF REACH**
- D. keep it in a closet by the front door with the ammunition nearby, but not in the gun

If you are exploring the woods and you find something that you think might be a bullet,

- A. **LEAVE IT WHERE IT IS BUT TIE SOMETHING TO A TREE TO MARK THE SPOT AND REPORT IT TO AN ADULT**
- B. put it in your pocket until you get home
- C. ignore it
- D. hit it with a rock to see if it's real

Risk Experts Binder Information

Firearm injury prevention

Grade 7 & 8

Key Concept	All	<i>All</i>	<i>Learn Safety Rules</i>	<i>Practice and Apply Safety Rules</i>	All
Task	Introduction	Get them to start thinking about firearm safety	Introduce Eddie the Eagle's Song	State Firearms Safety Rules	Closing
Time	5 minutes	5 minutes	7 minutes	8 minutes	5 minutes
Supplies	None	None	Video-Gun Safety with Eddie Eagle	None	"I learned Gun Safety with Eddie Eagle" stickers Level 3 workbooks
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Talk with students about guns in their homes. Guns don't solve problems. Real violence vs TV violence. Guns can kill and cause pain and suffering.	Show Video to the class	Discuss movie. Re-emphasize four parts of Eddie's song. Discuss several "what if" situations.	Re-cap Eddie the Eagle's song. Pass out stickers to each child Leave workbooks with teacher

Risk Experts Binder Information

Firearm injury prevention

Grade 7 & 8

Key concepts

Tell a grown-up if you find or see a gun

Guns are dangerous, and children should never touch guns or bullets. If a child ever sees bullets, a gun or anything that looks like a gun, he or she should leave the area and tell a grown-up immediately

Stay away from guns and bullets

- *Guns don't solve problems
- *Guns can kill or cause lifelong disabilities and pain
- *There is a difference between television violence and real-life violence
- *If there is a gun in the home, it should be unloaded and locked away from the sight and reach of children
- *Bullets should always be stored in a separate, locked place

Character

The role that students play at this grade level is Coach. Students and teachers take on the role of a coach helping others become proficient in safety instruction and practice.

Test Questions for this risk

You are visiting your cousin's house. He and his friends are looking at a gun. They are trying to figure out whether it is a toy gun or a real gun. What should you do?

- A. Stand and watch but don't touch the gun (*this is the most common wrong answer*)
- B. LEAVE THE AREA IMMEDIATELY AND TELL A GROWN-UP
- C. Pick it up and examine it closely
- D. Pick it up and take it to a grown-up immediately

While playing at a friend's house, you find a gun. You should

- A. take the gun to an adult
- B. put it back where you found it
- C. check to make sure the gun is unloaded
- D. LEAVE THE AREA AND TELL AN ADULT

Risk Experts Binder Information

Motor Vehicle Safety

Grade PreK & Kindergarten

Key Concept	All	<i>Always ride buckled up in the back seat</i>	<i>Always ride buckled up in the back seat</i>	<i>Learn and Practice Safety Rules</i>	All
Task	Introduction	Understand the importance of being buckled up in a crash	Find out if the teacher has already weighed and measured the children to see if they should be using booster seats.	Make sure they understand how far away from the bus they need to stand.	Closing
Time	5 minutes	10 minutes	10 minutes	5 minutes	5 minutes
Supplies	None	2 eggs (with faces) Marker 2 small boxes (to look like cars) Duct tape/scissors	Growth charts Scale, measuring tape, booster seat	Cardboard feet	Bus safety tattoos Coloring sheets Bus safety Coloring books
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Name the eggs, tell a story about two kids, one that wears their belt correctly every time they are in the car, the other does not. "Buckle" one egg into the eggs using duct tape. Close both boxes and simulate a crash, violently enough to break the egg not belted in. Show the kids the difference in the boxes and the eggs. If you have the time, have the kids practice telling someone in their car that they need to buckle up.	Talk to the kids about booster seats...help them fill out the information regarding their name and age/weight. Talk about the fact that booster seats are not for babies, show them how they work.	Have them put the feet on the floor and see how far 5 steps back are.	Give the tattoos, sheets and books to the teacher to pass out later. Remind the students of the key concepts. Thank the students for their time.

Risk Experts Binder Information

Motor Vehicle Safety

Grade PreK & Kindergarten

Key concepts

Always ride buckled up in the back seat in a booster seat.

Motor vehicle crashes are by far the leading cause of unintentional injury-related deaths for children ages 14 and under. Children 12 and under need to be in the back seat, and children need to be in an appropriate car seat until they are 80 pounds or 8 years old. Children this age need to be reminded that the need to not tuck the shoulder belt behind their back and that they need to sit forward in their seat.

Children need to be using booster seats until they are 8 years old (National Traffic and Highway Administration guidelines). Most booster seats go up to 80 pounds.

Learn and practice school bus safety rules.

Almost all children today ride a school bus at one time or another. It is important that all children learn about safe school bus behaviors. The majority of school bus casualties are caused by human error.

Character

The character role that children at this age level play is storyteller. Students and teachers take on the role of a storyteller sharing stories and participating in presentation of stories

Questions for this risk

Look at the two children on a bus. Which picture shows the safest way to ride the bus?

The child sitting in the seat.

Look at the pictures of a child riding in a car. Which picture shows the child riding safely?

The child riding in a booster seat in the back seat.

Risk Experts Binder Information

Motor Vehicle Safety

Grade 1 & 2

Key Concept	All	<i>Always ride buckled up in the back seat</i>	<i>Always ride buckled up in the back seat</i>	<i>Learn and practice Bus safety Rules</i>	All
Task	Introduction	Understand the importance of being buckled up in a crash	Find out if the teacher has already weighed and measured the children to see if they should be using booster seats.	Make sure that they understand the bus safety rules	Closing
Time	5 minutes	10 minutes	10 minutes	10 minutes	5 minutes
Supplies	None	2 eggs (with faces) Marker 2 small boxes (to look like cars) Duct tape/scissors	Growth Charts Scale, measuring tape, booster seat.	Motor Vehicle Safety Poster, extra words	Bus safety tattoos Bus safety coloring books
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Name the eggs, tell a story about two kids, one that wears their belt correctly every time they are in the car, the other does not. "Buckle" one egg into the eggs using duct tape. Close both boxes and simulate a crash, violently enough to break the egg not belted in. Show the kids the difference in the boxes and the eggs. If you have the time, have the kids practice telling someone in their car that they need to buckle up.	Talk to the kids about booster seats...help them fill out the information regarding their name and age/weight. Talk about the fact that booster seats are not for babies. Show them booster seats.	Have children divide into teams assist in putting the correct words in the correct places. Then share their sentence with the class.	Give the teacher the tattoos and books to pass out at a later time. Review the key concepts covered. Thank the students for their attention.

Risk Experts Binder Information

Motor Vehicle Safety

Grade 1 & 2

Key concepts

Always ride buckled up in the back seat. Motor vehicle crashes are by far the leading cause of unintentional injury-related deaths for children ages 14 and under. Children 12 and under need to be in the back seat, and children need to be in an appropriate car seat until they are 80 pounds or 8 years old. Children this age need to be reminded that the need to not tuck the shoulder belt behind their back and that they need to sit forward in their seat.

Learn and practice school bus safety rules.

Almost all children today ride a school bus at one time or another. It is important that all children learn about safe school bus behaviors. The majority of school bus casualties are caused by human error.

Booster seat

Children need to be using booster seats until they are 8 years old (National Traffic and Highway Administration guidelines). Most booster seats go up to 80 pounds.

Character

The character role that children at this age level play is detective. Students and teachers take on the role of a detective to seek important information about how to be safe. A detective is someone who gathers information in order to answer a specific question. As safety detectives, the students will investigate mysteries relating to the eight risk areas.

Test Questions for this risk

What should you do every time you ride in a car?

- A. sit near a window
- B. BUCKLE YOUR SAFETY BELT

Where should the shoulder strap be when you ride in a car?

- A. under your arm
- B. TIGHTLY ACROSS YOUR SHOULDER

Risk Experts Binder Information

Motor Vehicle Safety

Grade 3 & 4

Key Concept	All	<i>Learn and practice bus safety</i>	<i>Car Seat belt safety</i>	All
Task	Introduction	Make sure students understand the bus rules	Understand the importance of being buckled up in a crash	Closing
Time	5 minutes	20 minutes	10 minutes	5 minutes
Supplies	None	“jeopardy” poster MV questions Prizes (candy)	2 eggs (with faces) Marker 2 small boxes (to look like cars) Duct tape/scissors	None
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Divide the class into two teams. Have the answer the questions have the teacher keep score. Make sure to explain to children any quesitons that they missed.	Name the eggs, tell a story about two kids, one that wears their belt correctly every time they are in the car, the other does not. “Buckle” one egg into the eggs using duct tape. Close both boxes and simulate a crash, violently enough to break the egg not belted in. Show the kids the difference in the boxes and the eggs. If you have the time, have the kids practice telling someone in their car that they need to buckle up.	Review key concepts. Thank students for their attention

Risk Experts Binder Information

Motor Vehicle Safety

Grade 3 & 4

Key concepts

Always ride buckled up in the back seat.

Motor vehicle crashes are by far the leading cause of unintentional injury-related deaths for children ages 14 and under. Children 12 and under need to be in the back seat, and children need to be in an appropriate car seat until they are 8 years old. Children this age need to be reminded that the need to not tuck the shoulder belt behind their back and that they need to sit forward in their seat.

Learn and practice school bus safety rules.

Almost all children today ride a school bus at one time or another. It is important that all children learn about safe school bus behaviors. The majority of school bus casualties are caused by human error.

Stay 5 giant steps away from the bus (while waiting and when getting off the bus)

Line up to get on the bus, no pushing.

Stay in your seat at all times

Talk quietly

Keep head, arms and hands inside bus.

Don't throw things either inside or outside the bus

Hold onto the handrails when exiting the bus

If you drop something near the bus, tell the driver before picking up

If you have to cross the road in front of the bus, make eye contact with the driver as well as the drivers of any cars. That way you know that they see you.

Always listen to the bus driver

Character

The character role students play in 3-4 grade is **Reporter**. Students and teachers take on the role of a reporter to identify and communicate about risky situations so that they and others will become proficient in safety instruction and practice.

Test Questions for this risk

When should you use a safety belt?

- A. Only on a long trip
- B. Only around your neighborhood
- C. Only when there is a lot of traffic
- D. EVERYTIME YOU ARE IN A CAR

Sara has dropped her lunch bag near the bus. What should she do?

- A. TELL THE BUS DRIVER
- B. Ask a friend to pick it up
- C. Run and pick it up
- D. Go home and tell someone

How should you line up for the school bus?

- A. With a partner
- B. SINGLE FILE
- C. First in line
- D. It doesn't matter so long as you get on just one at a time

Risk Experts Binder Information

Motor Vehicle Safety

Grade 5 & 6

Key Concept	All	<i>All</i>	<i>All</i>	<i>Car Seat Safety</i>	<i>Always ride buckled up</i>	All
Task	Introduction	Quiz them on rules learned	Get them to understand that they influence family/friends	Understand the importance of being buckled up in a crash	Introduce students to what happens in a crash	Closing
Time	5 minutes	15 minutes	15 minutes	10 minutes	5 minutes	5 minutes
Supplies	None	Motor Vehicle safety Jeopardy questions Note cards with \$ and category levels on them Masking tape	None	2 eggs (with faces) Marker 2 small boxes (to look like cars) Duct tape/scissors	“Story sheet”	None
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Divide class into teams, follow instructions on sheets	Place 4 chairs at the front of the room set up as a car. Have 4 volunteers sit in the seat. Explain to them that one at a time the volunteers will come up and get into the back seat. Everyone then will slide to the next seat, and the driver will get out. Everyone will have to do what the new rider is doing....brushing their teeth etc. After everyone has had a turn, explain to them that although this is a game, you influence those people around you. That includes seat belt use.	Name the eggs, tell a story about two kids, one that wears their belt correctly every time they are in the car, the other does not. “Buckle” one egg into the eggs using duct tape. Close both boxes and simulate a crash, violently enough to break the egg not belted in. Show the kids the difference in the boxes and the eggs. If you have the time, have the kids practice telling someone in their car that they need to buckle up.	Have students close their eyes and listen to the story as you read it. After you are done answer any questions *note, check with teacher prior to make sure no students have been effected by a crash and may not be able to sit through story	Reivew key concepts covered. Thank students for their attention

Risk Experts Binder Information

Motor Vehicle Safety

Grade 5 & 6

Key concepts

Always ride buckled up in the back seat.

Safety belts are extremely effective when used correctly. Make sure that lap belt is snug over your hips, not stomach. NEVER put shoulder belt behind your back or under your arm

Learn and follow school bus safety rules

Stay 5 giant steps away from the bus (while waiting and when getting off the bus)

Line up to get on the bus, no pushing.

Stay in your seat at all times

Talk quietly

Keep head, arms and hands inside bus.

Don't throw things either inside or outside the bus

Hold onto the handrails when exiting the bus

If you drop something near the bus, tell the driver before picking up

If you have to cross the road in front of the bus, make eye contact with the driver as well as the drivers of any cars. That way you know that they see you.

Always listen to the bus driver

Character

The character role students play in this grade is Promoter. Students and teachers use advanced communication skills to identify, research, create, and promote safety messages.

Test Questions for this risk

When riding in a car, your lap-shoulder belt should be

- A. under your arm
- B. across your stomach, but not too tight
- C. SNUGLY ACROSS YOUR CHEST
- D. stuffed between the seat cushions

When you need to cross the road after you get off the bus, you should

- A. MAKE EYE CONTACT WITH THE BUS DRIVER AND ANY OTHER DRIVER ON THE ROAD TO BE SURE THAT THEY SEE YOU
- B. cross the road in front of the bus walking as close to the bus as you can
- C. jump off the bus and run across the road as fast as you can
- D. cross in front of the bus. Don't worry about cars because they have to stop for school buses.

When riding in a car, you should

- A. lean out the window
- B. SIT IN THE BACKSEAT WITH YOUR SAFETY-BELT ON.
- C. only wear your seatbelt if the adults wear theirs
- D. only wear your seatbelt on long trips

Risk Experts Binder Information

Motor Vehicle Safety

Grade 7 & 8

Key Concept	All	<i>All</i>	<i>Car Seat Safety</i>	<i>Always ride buckled up</i>	All
Task	Introduction	Get them to understand that they influence family/friends	Understand the importance of being buckled up in a crash	Introduce students to what happens in a crash	Closing
Time	5 minutes	15 minutes	10 minutes	5 minutes	5 minutes
Supplies	None	None	2 eggs (with faces) Marker 2 small boxes (to look like cars) Duct tape/scissors	“Story sheet”	None
Presentation	<p>Talk about who you are and why you are there today.</p> <p>Tell the kids the key concepts you are going to go over today</p> <p>Tell them what you are going to do today</p>	<p>Place 4 chairs at the front of the room set up as a car. Have 4 volunteers sit in the seat. Explain to them that one at a time the volunteers will come up and get into the back seat. Everyone then will slide to the next seat, and the driver will get out. Everyone will have to do what the new rider is doing....brushing their teeth etc.</p> <p>After everyone has had a turn, explain to them that although this is a game, you influence those people around you. That includes seat belt use.</p>	<p>Name the eggs, tell a story about two kids, one that wears their belt correctly every time they are in the car, the other does not. “Buckle” one egg into the eggs using duct tape. Close both boxes and simulate a crash, violently enough to break the egg not belted in. Show the kids the difference in the boxes and the eggs.</p> <p>If you have the time, have the kids practice telling someone in their car that they need to buckle up.</p>	<p>Have students close their eyes and listen to the story as you read it.</p> <p>After you are done answer any questions</p> <p>*note, check with teacher prior to make sure no students have been effected by a crash and may not be able to sit through story</p>	<p>Review key concepts covered</p> <p>Thank students for their attention</p>

Risk Experts Binder Information

Motor Vehicle Safety

Grade 7 & 8

Key concepts

Always ride buckled up in the back seat.

Motor vehicle crashes are by far the leading cause of unintentional injury-related deaths for children ages 14 and under. Children 12 and under need to be in the back seat, and children need to be in an appropriate car seat until they are 80 pounds or 8 years old. Children this age need to be reminded that the need to not tuck the shoulder belt behind their back and that they need to sit forward in their seat.

Learn and practice school bus safety rules.

Almost all children today ride a school bus at one time or another. It is important that all children learn about safe school bus behaviors. The majority of school bus casualties are caused by human error.

A school bus has a danger zone of 10 feet on all sides. Don't be in the danger zone unless the bus is stopped and the driver is aware that you are there.

Line up in a single file to board the bus and do not shove or push.

Always listen to the bus driver

Keep the aisle of the bus clear of feet, backpacks, books and lunch boxes so other children won't trip

Stay in your seat at all times

Talk quietly

Keep your head, arms and hands inside the bus

Don't throw anything either inside or outside the bus

Hold onto the bus handrails while exiting

If you drop something near the bus, tell the bus driver. DON'T pick it up until the driver tells you to

Make sure to make eye contact with other drivers if you have to cross in front of them to make sure they know you are there.

Character

The role that students play at this grade level is Coach. Students and teachers take on the role of a coach helping others become proficient in safety instruction and practice.

Test Questions for this risk

Safety belts are used correctly when the shoulder strap fits snugly

- A. near the face
- B. under the arm
- C. around the neck
- D. ACROSS THE CHEST

After getting off the bus, you should walk

- A. in front of the bus
- B. behind the bus
- C. ON THE SIDEWALK
- D. In the street

Where should children aged 12 and under ride in the car?

- A. buckled in the front passenger seat
- B. BUCKLED IN THE BACK SEAT
- C. Unbuckled, in the back only
- D. It doesn't matter as long as they are buckled

If you drop something near the bus

- A. run to pick it up
- B. wait until the bus leaves to pick it up
- C. TELL THE BUS DRIVER
- D. Ask a friend walking behind you to pick it up

Risk Experts Binder Information

Poison Prevention

Grade PreK & Kindergarten

Key Concept	All	<i>Ask a grown-up before eating anything</i>	<i>Tell a grown-up if something is a poison</i>	<i>Tell a grown-up if something is a poison</i>	<i>Tell a grown-up if someone finds poisons</i>	All
Task	Introduction	Story	To get children to say out loud when they need to tell a grownup	To teach children to recognize that poisons come in many shapes, sizes and colors	Poisons can be found anywhere in the home. Children need to be aware of the kinds of poisons in their homes	Closing
Time	5 minutes	5 minutes	5 minutes	10 minutes	10 minutes	5 minutes
Supplies	None	None	None	Flash Cards	ID sheets	Copies of parent sheets
Presentation	<p>Talk about who you are and why you are there today.</p> <p>Tell the kids the key concepts you are going to go over today</p> <p>Tell them what you are going to do today</p>	<p>Tell a story about Sam who goes to the counter to get something to drink. He sees two containers with pictures of yummy fruit on them (orange and lemon). So, he picks one (the lemon) and takes it to the table to drink. His friend says that they should ask first. Sam asks his mom if he can drink the “juice”. His mom says no that is bleach. Talk about the fact that sometimes it is hard to tell when something is a poison</p>	<p>Recite a chant with the students “Tell a grown up” Get them to clap if you can. Then present scenarios in which they would need to tell a grown up</p> <p>Presenter: If you find a strange bottle, you should</p> <p>Students “Tell a grown up”</p> <p>Presenter” If you find some pills or medicine, you should</p> <p>Students “Tell a grown up”</p>	<p>Show flashcards. Ask the students if they think something is a poison or not.</p> <p>Use sheet if you need to for talking points</p> <p>*sometimes children have a hard time telling if something is “good” or not, because they are also taught that “junk food” isn’t good for them. Try to avoid the words “good” or “bad” if they aren’t understanding the word poison, try “safe” and “unsafe”</p>	<p>Use each sheet to help children identify the types of poisons in each room.</p> <p>Talk about how they should go through their home WITH AN ADULT to point out poisons and help the adult to move those items to a place where they could not get them.</p>	<p>Tell the kids that you will leave sheets with their teachers for them to take home for their parents/caregivers</p> <p>Thank them for being so attentive.</p>

Risk Experts Binder Information

Poison Prevention

Grade PreK & Kindergarten

Key concepts

Take medication only from a grown-up you trust.

Children who are poisoned are often attracted to medicines because of their shape, color and smell. All medicines should be stored in a locked cabinet away from children and medicines should never be referred to as candy.

Ask a grown-up before eating or drinking anything.

Children find it difficult to understand the difference between safe and unsafe items. Children should always check with a grown-up prior to eating anything. Caregivers should store all poisonous materials out of the reach of children.

Tell a grown-up if someone finds poison.

Children can help their friends and siblings by keeping a watchful eye on them. Children should alert a grown-up if they think another child is in danger of being poisoned.

Character

The character role that children at this age level play is Storyteller. Students and teachers take on the role of a storyteller sharing stories and participating in presentation of stories.

Test Questions for this risk

Look at the pictures of a child getting a drink. One picture shows a child drinking something from a bottle from under the kitchen sink. The second picture shows a child taking a drink from a grown-up. Which picture shows the safest way to get something to drink?

The grown-up giving the child something to drink

Risk Experts Binder Information

Poison Prevention

Grade 1 & 2

Key Concept	All	<i>Tell a grown-up if something is a poison</i>	<i>Ask a grown-up before eating or drinking something</i>	<i>Tell a grown-up if something is a poison</i>	<i>Tell a grown-up if someone finds poisons</i>	All
Task	Introduction	To get children to say out loud when they need to tell a grownup	Story	To teach children to recognize that poisons come in many shapes, sizes and colors	Poisons can be found anywhere in the home. Children need to be aware of the kinds of poisons in their homes	Closing
Time	5 minutes	5 minutes	5 minutes	10 minutes	10 minutes	5 minutes
Supplies	None	None	None	Flash Cards	ID sheets	Copies of parent sheets
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Recite a chant with the students “Tell a grown up” Get them to clap if you can. Then present scenarios in which they would need to tell a grown up Presenter: If you find a strange bottle, you should Students “Tell a grown up” Presenter” If you find some pills or medicine, you should Students “Tell a grown up”	Tell a story about Sam who goes to the counter to get something to drink. He sees two containers with pictures of yummy fruit on them (orange and lemon). So, he picks one (the lemon) and takes it to the table to drink. His friend says that they should ask first. Sam asks his mom if he can drink the “juice”. His mom says no that is bleach. Talk about the fact that sometimes it is hard to tell when something is a poison	Show flashcards. Ask the students if they think something is a poison or not. Use sheet if you need to for talking points *sometimes children have a hard time telling if something is “good” or not, because they are also taught that “junk food” isn’t good for them. Try to avoid the words “good” or “bad” if they aren’t understanding the word poison, try “safe” and “unsafe”	Use each sheet to help children identify the types of poisons in each room. Talk about how they should go through their home WITH AN ADULT to point out poisons and help the adult to more those items to a place where they could not get them.	Tell the kids that you will leave sheets with their teachers for them to take home for their parents/caregivers Thank them for being so attentive.

Risk Experts Binder Information

Poison Prevention

Grade 1 & 2

Key concepts

Take medication only from a grown-up you trust.

Children who are poisoned are often attracted to medicines because of their shape, color and smell. All medicines should be stored in a locked cabinet away from children and medicines should never be referred to as candy.

Ask a grown-up before eating or drinking anything.

Children find it difficult to understand the difference between safe and unsafe items. Children should always check with a grown-up prior to eating anything. Caregivers should store all poisonous materials out of the reach of children.

Tell a grown-up if someone finds poison.

Children can help their friends and siblings by keeping a watchful eye on them. Children should alert a grown-up if they think another child is in danger of being poisoned.

Character

The character role that children at this age level play is detective. Students and teachers take on the role of a detective to seek important information about how to be safe. A detective is someone who gathers information in order to answer a specific question. As safety detectives, the students will investigate mysteries relating to the eight risk areas.

Test Questions for this risk

If a grown-up leaves their medicine bottle on the sink where you can reach it, what should you do?

- A. Give the bottle to a grown-up
- B. TELL A GROWN-UP

You are playing near a bush that has red berries on it. They look like they might taste good. What should you do?

- A. ASK A GROWN-UP
- B. Eat one

Where should cleaning supplies be kept?

- A. under the kitchen or bathroom sink
- B. HIGH ON A SHELF

Risk Experts Binder Information

Poisoning Prevention

Grade 3 & 4

Key Concept	All	<i>Tell a grown-up if something is a poison</i>	<i>Be aware of poison hazards.</i>	<i>Post Poison Control Number</i>	All
Task	Introduction	To get children to say out loud when they need to tell a grownup	Make sure that children understand that poisons can be hard to identify	Make sure that children understand the difference between Poison Control and 911	Closing
Time	5 minutes	5 minutes	15 minutes	10 minutes	5 minutes
Supplies	None	None	Poison Kit Poison Poster	None	Poison control giveaways
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Recite a chant with the students “Tell a grown up” Get them to clap if you can. Then present scenarios in which they would need to tell a grown up Presenter: If you find a strange bottle, you should Students “Tell a grown up” Presenter” If you find some pills or medicine, you should Students “Tell a grown up”	Have volunteers try to identify which things are poisons and which are okay to eat look-alikes. Discuss the fact that poisons should be kept in the original containers. Discuss the fact that they shouldn’t eat things that they don’t know are okay even if they look okay.	Talk about the difference between the two (911 and Poison Control). Make sure that they understand that 911 is ALWAYS appropriate when an emergency, but help them understand that there are times when poison control is okay. Give them examples and have them state which they would call. Go over what they should say when they call.	Review key concepts covered Thank the students for their attention. Leave enough giveaways for each student with the teacher

Risk Experts Binder Information

Poisoning Prevention

Grade 3 & 4

Key concepts

Take medication only from a grown-up you trust.

Children who are poisoned are often attracted to medicines because of their shape, color and small. All medicines should be locked in a cabinet out of sight.

Post the poison control center phone number near all phones.

Children should know if they suspect someone has been poisoned get a grown-up. If a grown-up is not available, then they should call 911 or the Poison control center. Don't hang up until told to do so.

Hunt for poison hazards in your home with a grown-up. Look for the following things

Medicines not stored in a locked cabinet

Plants that would be dangerous if eaten

Lead paint dust...parents can have home checked

Syrup of ipecac, this is something you should have, but should not be given unless told to by poison control or a physician

Carbon monoxide detectors (you should have)

Closed flue when using fireplace (it should be open)

Barbecue grills used inside (wrong)

Anything flammable should be in small quantities outside the home

Tell a grown-up if someone finds poison.

Children can help their friends and siblings by keeping a watchful eye on them. Alert a grown-up if you suspect poisoning.

Character

The character role students play in 3-4 grade is **Reporter**. Students and teachers take on the role of a reporter to identify and communicate about risky situations so that they and others will become proficient in safety instruction and practice.

Test Question for this risk

Your friend offers you some pills. She says they taste like candy. What should you do?

- A. DON'T TAKE ANY
- B. Eat just one
- C. Eat some but remember to tell your parents that you ate some candy
- D. Ask another friend to see if it's okay

Risk Experts Binder Information

Poisoning Prevention

Grade 5 & 6

Key Concept	All	<i>Be aware of poison hazards.</i>	<i>Be aware of other poisons</i>	<i>Post Poison Control Number</i>	All
Task	Introduction	Make sure that children understand that poisons can be hard to identify	Make sure that they understand that other things can be poisons	Make sure that children understand the difference between Poison Control and 911	Closing
Time	5 minutes	15 minutes	10 minutes	10 minutes	5 minutes
Supplies	None	Poison Kit Poison Poster	Chalk board	None	Poison control giveaways
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Have volunteers try to identify which things are poisons and which are okay to eat look-alikes. Discuss the fact that poisons should be kept in the original containers. Discuss the fact that they shouldn't eat things that they don't know are okay even if they look okay. Emphasize the fact that children in their care have difficulty identifying poisons, that is why poisons should be out of their reach.	Have students list things that people use/take that are poisons. You are aiming for alcohol, illegal or prescription drugs, glue sniffing. When possible use DARE officers to teach this part, or to incorporate this in their DARE program.	Talk about the difference between the two (911 and Poison Control). Make sure that they understand that 911 is ALWAYS appropriate when an emergency, but help them understand that there are times when poison control is okay. Give them examples and have them state which they would call. Go over what they should say when they call.	Review key concepts covered Thank the students for their attention. Leave enough giveaways for each student with the teacher

Risk Experts Binder Information

Poisoning Prevention

Grade 5 & 6

Key concepts

Take medication only from a grown-up you trust

Post the Poison Control Center phone number near all phones

If you suspect that someone has been poisoned stay calm and get help from a grown-up. If no grown-up is available, call the poison control center or call 911.

Hunt for poison hazards in your home with a grown-up

*Keep all poisonous materials out of the sight and reach of children, preferably in a high locked cabinet

*Check for plants that has poisonous leaves and move them out of reach of children

*Parents should have paint tested for lead

*Keep syrup of ipecac and activated charcoal at home. DO NOT use unless told to by poison control or a physician.

*Install Carbon Monoxide detectors in the home

*Never use a barbecue grill indoors

Character

The character role students play in this grade is Promoter. Students and teachers use advanced communication skills to identify, research, create, and promote safety messages.

Test Questions for this risk

If you find a pill on the floor that looks like a vitamin,

- A. it probably is a vitamin and you can eat it
- B. pick it up and put it back in the bottle with the rest of the vitamins
- C. leave it where it is
- D. FIND AN ADULT RIGHT AWAY AND TELL THEM ABOUT IT

You are home alone and spray window cleaner in your eyes by mistake. What should you do?

- A. WASH YOUR FACE AND EYES AND CALL THE POISON CONTROL CENTER.
- B. Wait for an adult to get home so you can tell them what happened.
- C. Wash your face and eyes and go outside to get into the fresh air.
- D. Lie down in a darkened room with a wet washcloth over your eyes.

What should you have on hand in case of poisoning?

- A. Charcoal like you use in a barbecue grill
- B. SYRUP OF IPECAC
- C. A glass of water
- D. A piece of bread

Risk Experts Binder Information

Poisoning Prevention

Grade 7 & 8

Key Concept	All	<i>Be aware of poison hazards.</i>	<i>Be aware of other poisons</i>	<i>Post Poison Control Number</i>	All
Task	Introduction	Make sure that children understand that poisons can be hard to identify	Make sure that they understand that other things can be poisons	Make sure that children understand the difference between Poison Control and 911	Closing
Time	5 minutes	15 minutes	10 minutes	10 minutes	5 minutes
Supplies	None	Poison Kit Poison Poster	Chalk board	None	Poison control giveaways
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Have volunteers try to identify which things are poisons and which are okay to eat look-alikes. Discuss the fact that poisons should be kept in the original containers. Discuss the fact that they shouldn't eat things that they don't know are okay even if they look okay. Emphasize the fact that children in their care have difficulty identifying poisons, that is why poisons should be out of their reach.	Have students list things that people use/take that are poisons. You are aiming for alcohol, illegal or prescription drugs, glue sniffing. When possible use DARE officers to teach this part, or to incorporate this in their DARE program.	Talk about the difference between the two (911 and Poison Control). Make sure that they understand that 911 is ALWAYS appropriate when an emergency, but help them understand that there are times when poison control is okay. Give them examples and have them state which they would call. Go over what they should say when they call.	Review key concepts covered Thank the students for their attention. Leave enough giveaways for each student with the teacher

Risk Experts Binder Information

Poisoning Prevention

Grade 7 & 8

Key concepts

Take medication only with adult supervision

Post the Poison Control Center phone number near all phones

If you suspect that someone has been poisoned stay calm and get help from a grown-up. If no grown-up is available, call the poison control center or call 911.

Hunt for poison hazards in your home with a grown-up

*Keep all poisonous materials out of the sight and reach of children, preferably in a high locked cabinet

*Check for plants that has poisonous leaves and move them out of reach of children

*Parents should have paint tested for lead

*Keep syrup of ipecac and activated charcoal at home. DO NOT use unless told to by poison control or a physician.

*Install Carbon Monoxide detectors in the home

*Never use a barbecue grill indoors

Character

The role that students play at this grade level is Coach. Students and teachers take on the role of a coach helping others become proficient in safety instruction and practice.

Test Questions for this risk

Where should medicine be stored?

- A. Desk drawer
- B. Bathroom closet
- C. HIGH LOCKED CABINET
- D. Open, visible place

Matt has a bad headache. He gets home from school and Samantha his 15-year old sister, is the only one home. What should he do?

- A. WAIT UNTIL AN ADULT GETS HOME BEFORE TAKING ANY MEDICINE
- B. Take some medicine from the cabinet and go to bed
- C. Ask Samantha for some medicine
- D. Call the doctor

Where should the poison control number be located?

- A. By the medicine
- B. BY THE TELEPHONE
- C. In the closet
- D. In the front of your phone book

Risk Experts Binder Information

Water Safety

Grade PreK & Kindergarten

Key Concept	All		<i>Learn and Practice Safety Rules</i>	<i>Learn and Practice Safety Rules</i>	All
Task	Introduction	Get them to think about water safety	Introduce water safety rules	Reinforce water safety rules	Closing
Time	5 minutes	5 minutes	5 minutes	10 minutes	5 minutes
Supplies	None	None	Book “ <i>Waddles Presents Aquacktic Safety</i> ”	Poster “ <i>Waddles presents Aquacktic safety</i> ”	None
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Ask the kids to raise their hands if they enjoy swimming. Ask them where they like to swim	Read the book to the children.	Take out poster. Talk about the poster with the children	Review the key concepts. Thank the students for their attention.

Risk Experts Binder Information

Water Safety

Grade PreK & Kindergarten

Key concepts

Always swim with a grown-up

stay out of any body of water without a grown-up present.
(a grown-up that can swim)

Wear a personal floatation device when in a boat

Learn and practice the water safety rules

Take lessons...even “good” swimmers still need to follow rules.

Always check for a lifeguard

Follow the posted rules

Swim only when rested

Never jump or dive unless the lifeguard or a grown-up says its
okay

Never eat candy or chew gum while swimming, you could choke

Don’t mess around

When in the water stay away from the diving board

Don’t swim at night

Get out of the water immediately if you hear thunder or see
lightning

Don’t swim if the water is cold

Stop, look, and test before entering lakes and pools. Check
depth before diving in.

Be safe on ice. Ask a grown-up before getting on ice. Ice is
seldom the same thickness all over, make sure you are aware
of how thick it is before you get on the ice.

Character

The character role that children at this age level play is
Storyteller. Students and teachers take on the role of a
Storyteller sharing stories and participating in presentation
of stories.

Test Questions for this risk

Look at the two pictures. The first picture shows a child
swimming at the beach. The second picture shows a child
swimming at the beach with a grown-up. Which picture
shows the safest thing to do?

*A child wearing a PFD playing in the water
with a grown-up standing nearby.*

Risk Experts Binder Information

Water Safety

Grade 1 & 2

Key Concept	All		<i>Learn and Practice Water Safety Rules</i>	<i>Stop look and test before entering lakes, Be safe on ice</i>	All
Task	Introduction	Get them to think about water safety	Reinforce safety rules	Talk about water safety in the context of times other than swimming	Closing
Time	5 minutes	5 minutes	20 minutes	5 minutes	5 minutes
Supplies	None	None	Emily, and her beach bag	None	None
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Ask the kids to raise their hands if they enjoy swimming. Ask them where they like to swim	Go over attached presentation with kids	Talk about the other water safety issues other than pool swimming	Review the key concepts. Thank the students for their attention.

Risk Experts Binder Information

Water Safety

Grade 1 & 2

Key concepts

Always swim with a grown-up

stay out of any body of water without a grown-up present.
(a grown-up that can swim)

Wear a personal floatation device when in a boat

Learn and practice the water safety rules

Take lessons...even “good” swimmers still need to follow rules.

Always check for a lifeguard

Follow the posted rules

Swim only when rested

Never jump or dive unless the lifeguard or a grown-up says its
okay

Never eat candy or chew gum while swimming, you could choke

Don’t mess around

When in the water stay away from the diving board

Don’t swim at night

Get out of the water immediately if you hear thunder or see
lightning

Don’t swim if the water is cold

Stop, look, and test before entering lakes and pools. Check
depth before diving in.

Be safe on ice. Ask a grown-up before getting on ice. Ice is
seldom the same thickness all over, make sure you are aware
of how thick it is before you get on the ice.

Character

The character role that children at this age level play is detective. Students and teachers take on the role of a detective to seek important information about how to be safe. A detective is someone who gathers information in order to answer a specific question. As safety detectives, the students will investigate mysteries relating to the eight risk areas.

Test Questions for this risk

When is it safe to jump in the water?

- A. when the water looks deep enough
- B. WHEN A GROWN-UP SAYS IT’S OKAY

When you go swimming, when should you wear a PFD (personal flotation device)?

- A. ALWAYS
- B. Only when someone tells you

You have been invited to go to a swimming pool with a friend and the friend’s mother. When you get there, you want to get into the pool quickly because it is very warm and you want to cool off. What is the safest way to get into the pool?

- A. dive in head first
- B. JUMP IN FEET FIRST

Risk Experts Binder Information

Water Safety

Grade 3 & 4

Key Concept	All		<i>Learn and Practice Water Safety Rules</i>	<i>Stop look and test before entering lakes, Be safe on ice</i>	All
Task	Introduction	Get them to think about water safety	Reinforce safety rules	Talk about water safety in the context of times other than swimming	Closing
Time	5 minutes	5 minutes	20 minutes	5 minutes	5 minutes
Supplies	None	None	Emily, and her beach bag	None	None
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Ask the kids to raise their hands if they enjoy swimming. Ask them where they like to swim	Go over attached presentation with kids	Talk about the other water safety issues other than pool swimming	Review key concepts covered. Thank the students for their attention.

Risk Experts Binder Information

Water Safety

Grade 3 & 4

Key concepts

Always swim with a grown-up

Stay out of any body of water without a grown-up present. (a grown-up that can swim)

Wear a personal flotation device when in a boat

Learn and practice the water safety rules

Take lessons...but even when you are “good” you still need to follow the rules.

Always check for a lifeguard

Follow the posted rules

Swim only when rested

Never jump or dive unless the lifeguard or a grown-up says its okay

Never eat candy or chew gum while swimming, you could choke

Don't mess around

When in the water stay away from the diving board

Don't swim at night

Get out of the water immediately if you hear thunder or see lightning

Don't swim if the water is cold

Stop, look, and test before entering lakes and pools.

Check depth before diving in.

Be safe on ice.

Ask a grown-up before getting on ice. Ice is seldom the same thickness all over, make sure you are aware of how thick it is before you get on the ice.

Character

The character role students play in 3-4 grade is

Reporter. Students and teachers take on the role of a reporter to identify and communicate about risky situations so that they and others will become proficient in safety instruction and practice.

Test Questions for this risk

When on a boat, a personal flotation device (PFD) should be worn

- A. when getting on or off the boat
- B. when the water is choppy
- C. only if you're not a good swimmer
- D. AT ALL TIMES

When you go swimming in a new place you should

- A. jump into the water
- B. only go if there are other kids around
- C. ONLY GO IF THERE IS AN ADULT WITH YOU
- D. Bring a friend with you

Risk Experts Binder Information

Water Safety

Grade 5 & 6

Key Concept	All		<i>Learn and practice safety rules</i>	<i>Learn and Practice Water Safety Rules</i>	All
Task	Introduction	Get them to think about water safety	Make sure they know basic safety rules	Reinforce safety rules	Closing
Time	5 minutes	5 minutes	15 minutes	20 minutes	5 minutes
Supplies	None	None	Test questions Candy	Emily, and her beach bag	None
Presentation	<p>Talk about who you are and why you are there today.</p> <p>Tell the kids the key concepts you are going to go over today</p> <p>Tell them what you are going to do today</p>	<p>Ask the kids to raise their hands if they enjoy swimming.</p> <p>Ask them where they like to swim</p>	<p>Divide class into two groups. (the sharks and the dolphins). Ask them the questions...throw candy to the teams that answer the questions correctly.</p>	<p>Go over attached presentation with kids, however with this age level impress on them that you know that they already know this, but they need to make sure for the kids that they are in charge of or that look up to them as role models</p>	<p>Review the key concepts covered.</p> <p>Thank the students for their attention.</p>

Risk Experts Binder Information

Water Safety

Grade 5 & 6

Key concepts

Always swim with a grown-up

Stay out of the water if no grown-up is available

Wear a personal flotation device (PFD) when in a boat

Learn and practice the water safety rules

Take lessons...but even “good swimmers” follow the rules

Always check for a lifeguard, only swim without one if a grown-up says its okay

Follow the posted rules

Swim only when you are rested

Never jump or dive into the water unless a lifeguard or grown-up say it is okay

Never eat candy or gum when you are swimming

Don't mess around

When in the water stay away from diving boards, slides, or boat ramps

Don't swim at night

Get out of the water immediately if you hear thunder or see lightning

Stop, look, and test before entering lakes and pools

Be safe on ice

Character

The character role students play in this grade is Promoter. Students and teachers use advanced communication skills to identify, research, create, and promote safety messages.

Questions for this risk

A PFD is a personal flotation device (PFD). It

- A. **HELPS YOU STAY AFLOAT WHEN YOU ARE IN THE WATER**
- B. **is very uncomfortable to wear and should only be used in emergencies.**
- C. **Is designed to be placed on the seat next to you in a boat. Grab it before you go overboard**
- D. **Is only for children under six years old**

Lifeguards are trained to help if there is trouble in the water and to make sure swimmers follow the rules. Ask a lifeguard

- A. **to help you find somebody to swim with**
- B. **IF YOU DON'T KNOW WHICH SECTION OF THE POOL TO SWIM IN**
- C. **to tell you when your mom gets there**
- D. **to help you find your towel**

You are a very good swimmer. You have been invited to swim in a friend's swimming pool. You arrive at the pool and there is no adult present. What should you do?

- A. **STAY OUT OF THE POOL UNTIL AN ADULT ARRIVES**
- B. **Stay in the shallow end of the pool**
- C. **Stay near your friend when you are in the water**
- D. **Be extra careful while you are swimming Test**

Risk Experts Binder Information

Water Safety

Grade 7 & 8

Key Concept	All	<i>Learn and practice safety rules</i>	<i>Learn and practice safety rules</i>	All
Task	Introduction	Make sure they know basic safety rules	Make sure that they can express safety rules	Closing
Time	5 minutes	15 minutes	20 minutes	5 minutes
Supplies	None	Test questions Candy	Emily and her beach bag Whistle	None
Presentation	Talk about who you are and why you are there today. Tell the kids the key concepts you are going to go over today Tell them what you are going to do today	Divide class into two groups. (the sharks and the dolphins). Ask them the questions...throw candy to the teams that answer the questions correctly.	Have volunteers act as life guards. Have them pull things out of the beach bag and explain what they are and how to use.	Review safety rules. Thank them for their attention.

Risk Experts Binder Information

Water Safety

Grade 7 & 8

Key concepts

Always swim with a grown-up

Stay out of the water if no grown-up is available

Wear a personal flotation device (PFD) when in a boat

Learn and practice the water safety rules

Take lessons...but even “good swimmers” follow the rules

Always check for a lifeguard, only swim without one if a grown-up says its okay

Follow the posted rules

Swim only when you are rested

Never jump or dive into the water unless a lifeguard or grown-up say it is okay

Never eat candy or gum when you are swimming

Don't mess around

When in the water stay away from diving boards, slides, or boat ramps

Don't swim at night

Get out of the water immediately if you hear thunder or see lightning

Stop, look, and test before entering lakes and pools

Be safe on ice

Character

The role that students play at this grade level is Coach. Students and teachers take on the role of a coach helping others become proficient in safety instruction and practice.

Questions for this risk

When on a boat, a personal flotation device (PFD) should be worn

- A. when getting on or off the boat
- B. when the water is choppy
- C. only if you're not a good swimmer
- D. AT ALL TIMES

When you go swimming in a new place, you should

- A. ALWAYS WADE INTO THE WATER OR, IN A POOL, JUMP IN FEET-FIRST
- B. Only go if there are other kids around
- C. Bring a friend with you
- D. Always dive in head first

Yvonne is going on a boat trip with her friend's family. When they get there, they realize that there are not enough seats for everyone on the boat. What should they do?

- A. EVERYONE CAN GO AS LONG AS THEY ARE ALL WEARING A PERSONAL FLOTATION DEVICE (PFD)
- B. Yvonne will share a seat with her friend
- C. Some family members will not go on the boat so that everyone has a seat
- D. Some family members will stand during the boat ride

Is it OK for a person your age to swim without an adult or lifeguard present?

- A. yes
- B. NO
- C. It depends on how good a swimmer the young person is
- D. It depends on how dangerous the water is